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ABSTRACT

In 1992, the Guam System of Performance Measures and Standards for vocational education was adopted. In 1993-94, results of the performance measures and standards indicated the following: 68 percent of secondary students achieved the 0.5 grade growth in reading; about 90 percent of postsecondary students scored a mean gain of 1.2, well over the 1.0 standard; all secondary graduates earned at least $1.70 more per hour than the minimum wage; and a higher educational achievement resulted in a higher wage rate. Also in 1993-94, teachers participated in a workshop that focused on integration of academic and vocational education. Eight students in the teen parenting program or on the Single Parent Registry participated in a program that provided shop safety and health education classes geared toward enhancing students' employability. The Women's Career and Educational Resource Center established an Outreach and Support Group for Women on Public Assistance. Child care and support services were provided for single parenting students. Support services were provided to mainstreamed students, and a postsecondary services coordinator position was created. Professional development activities were funded, and college course work was provided to regional educators at the Pacific Region Vocational Education Teacher Academy. (The report concludes with charts detailing enrollment, graduates' salaries, and graduates' employment and the Guam System of Performance Measures and Standards for Vocational Education.) (YLB)

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ED 383 931

# ANNUAL PERFORMANCE REPORT

## for

# VOCATIONAL EDUCATION

## GUAM 1993-1994

GCC

GUAM COMMUNITY COLLEGE

*Kulehon Kumunidát Guáhan*
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**Education**

**1993 - 1994**

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## PERFORMANCE STANDARDS AND CORE MEASURES

### Progress in Developing, Articulating and Implementing

On September 16, 1992, the Board of Trustees adopted the Guam System of Performance Measures and Standards. Measures were defined and acceptable levels of competency were developed for the three major components - academics, labor market, and special needs. This system comprised of six measures was formulated by the Committee of Practitioners and the State Agency Office. The structure of the system is as follows: Academic Measures include Reading (secondary and postsecondary); Labor Market Measures - Completion Rate (secondary), & Wage Rates (secondary and postsecondary); and Placement Rate for Special Needs (secondary).

Prior to implementation, the State Agency Office articulated its data collection needs with the appropriate offices, reference documents, and programs. Information on the pre and post test reading levels will be provided by the Developmental Education Program. For the completion rate, the Registrar will report on the enrollment status until graduation of the 1st cohort group of 10th graders entering SY 92-93. Wage rates will be extracted from the annual Graduate Follow-up and Employer Survey conducted and published by the State Agency Office. The Special Needs Department will report on placement rate of special needs students out on the job market.

In November of 1992, the State Agency Office developed the "Implementation Guidelines and Data Collection Time Lines" to serve as a planning document for implementation and data collection. Implementation occurred in SY 92-93. This means that the baseline data also began during that same school year. At this point in time, data have now been submitted for the Reading Measures, Wage Rate Measures, and the Placement Rate Measure. Information on the Completion Rate Measure of the 1st Cohort Group will not be available until the group graduates in June 1995. Only the enrollment status is available. Results on the system for PY 93 is included in this section of the VEA PY 94 Performance Report. Data collection was conducted throughout PY 94.

### Coordination with Other Agencies

Coordination with JTPA, JOBS, and the Department of Vocational Rehabilitation (DVR) is an ongoing process. The State Agency is represented in the JTPA Council, while a JTPA member is part of the Committee of Pratitioners and participates in the state plan process. Additionally, the College conducted basic skills classes for the JTPA clients, and also provided support services such as testing and counseling. A counselor for the College serves as the direct link between the JOB clients and the College. The clients are provided the necessary support services plus academic and occupational education. The Special Needs Department makes referrals to DVR on behalf of students in need of services (e.g., adaptive equipment, interpreter services, etc.). If the referral involves a postsecondary student, the DVR may also pay for tuition. Interpreters assigned to the College are paid by the DVR. Also, instructors and staff attend inservice workshops sponsored by the DVR. Referrals are received from the DVR for their clients in need of educational and occupational education. In any case, the Special Needs Department develops Individual Education Plans (IEPs) for the students with input from the DVR.

## PERFORMANCE STANDARDS AND CORE MEASURES (continued)

**Committe of Practitioners**

The Committee of Practitioners was instrumental in reviewing the draft and in making recommendations to the State Agency Office. Their involvement enabled the staff to design the system in a more definitive way. In particular, the private sector representatives argued strongly and favorably for the Wage Rate Measures. They wanted to know how the graduates fared in the job market in terms of the salaries achieved above the Minimum Wage.

(For a description of the performance measures and standards, refer to the attached document, GUAM SYSTEM OF PERFORMANCE MEASURES AND STANDARDS) on page33.

**Results of the Performance Measures and Standards**

Results of Pre and Post Test Reading Measure
(Secondary, VHS Campus)

**Analysis:** The standard states that, "70% of the students will acquire and average gain of .5 grade growth." Based on the data provided by the Developmental Education Program, the 10th graders exceeded the standard by 6.0%, or 76% of that group scored a 0.3 gain above the 0.5 standard. This group's mean gain was 0.8. With 61% of its group, the 11th graders scored a gain of 0.3, which is only 0.2 off the 0.5 standard. The 12th graders achieved the 0.5 gain with slightly less than 70% of the group, or 67%. When grouping the different grade levels together (e.g., 10th, 11th, and 12th graders), the results indicate that 68% of students ACHIEVED the 0.5 standard. It is important to note the incremental gains achieved by a greater majority of the secondary students who were tested.

At the secondary level, 76% of 54 sophomores, 61% of the 83 juniors, and 67% of the 76 seniors gained in reading comprehension.

**Basic Skills**
**Secondary Pre and Post Test Results**
Grade Equivalents - Stanford Diagnostic

| Grade | Pre | Post | Change |
|---|---|---|---|
| 10 | 5.8 | 6.6 | .8 |
| 11 | 6.7 | 7.0 | .3 |
| 12 | 6.9 | 7.4 | .5 |

## PERFORMANCE STANDARDS AND CORE MEASURES (continued)

Results of Pre and Post Test
Reading Measure (Postsecondary)

**Analysis**: The range of the mean gain for each semester (e.g., Fall '92, Spring '93, and Summer '93) is from 0.7 to 1.5. Approximately 90% of the students for all three semesters scored a mean gain of 1.2, well over the 1.0 standard. Again incremental gains are evident.

At the postsecondary level, a Fundamentals of English program encompasses reading and writing skill labs and classes with small group and individualized instruction from the professional staff and tutors. The average student in developmental classes scored a 7.2 grade equivalent in reading on the Test of Adult Basic Skills pre-test, and 8.4 on the post-test.

**Basic Skills**
**Postecondary Pre and Post Test Results**
Grade Equivalency - TABE/CAT

| Semester | # of Students | Pre | Post | Gain |
|---|---|---|---|---|
| Fall | 29 | 7.8 | 9.3 | 1.5 |
| Spring | 61 | 7.4 | 8.8 | 1.4 |
| Summer | 11 | 6.4 | 7.1 | 0.7 |
| Total | 101 | 7.2 | 8.4 | 1.2 |

## PERFORMANCE STANDARDS AND CORE MEASURES (continued)

Status of Program Completion Rate Measure (Secondary, VHS)

For Fall '92, 166 students were identified as being the 1st Cohort Group of 10th graders entering the GCC Vocational High School. The following Fall of '93, the 166 figure was adjusted to 160; 6 students originally identified as part of the 1st Cohort Group, were in fact NOT 10th graders. From the adjusted figure of 160, 6 students have since withdrawn from school. Reasons for withdrawal: 2 for inability to adjust, 1 transfer to the Guam Public School System (GPSS), 1 moved off-island, and the remaining 2 for other reasons not stated. According to the implementation guidelines, transfers to other schools or a move off-island will not be counted against the cohort group. This means that the figure for the 1st Cohort Group should again be adjusted.

Adjustments:

1. 160 - 2 = 158 (1 ea. "move from Guam" and "transfer")
2. 154/158 = 97.6% of 1st Cohort Group remaining (2 ea. "inability to adjust" and "other reasons" were counted against the group)
3. 158 - 4 = 154 remaining students in the 1st Cohort Group
4. 158 is now the adjusted baseline figure used for calculation purposes. The 2 ea., "inability to adjust" and "other reasons", continue to count against the group.

Wage Rate Measure (Secondary, VHS Campus)

A review of the Mean Hourly Salary Table for 1993 Secondary Graduates(pp.24,25) indicates that the graduates who are employed full-time in an occupation related to their training, earned an average salary of $6.98 per hour. Graduates employed in a non-related occupation, earned an average salary of $5.95 per hour - an average of $1.00 less per hour than the former.

Those graduates employed part-time in an occupation related to their training earned $5.98 per hour compared to $7.06 per hour for those in occupations not related to their training. An analysis of the survey instruments revealed two of the graduates were employed as On-Call Substitute Teachers at the Guam Public School System.

**Analysis:** At least two conclusions may be drawn from the wage rate data as they relate to the standard. First, graduates employed in occupations related to their training can receive higher salaries than graduates employed in non-related areas, by about $1.03 per hour more. Second, all graduates earned at least $1.70 more per hour than the $4.25 Minimum Wage.

The graduates surveyed were at least 18 and 19 years old. Wage information asked for in the survey was for wage status, one year after graduation from the Vocational High School - the Class of 1993 that went through Commencement in June 1993.

## PERFORMANCE STANDARDS AND CORE MEASURES (continued)

Wage Rate Measure
(Secondary, GCC/DOE Satellite Program)

The table on the hourly rates of the 1993 GCC/DOE Satellite Program (p. 31) Graduates indicates an average of $6.10 per hour for those employed in a related occupation. Since only three graduates were employed in an occupation not related to their training, a fair comparison would not have been possible. Therefore none was made. For details, refer to table entitled, "Average Hourly Earnings: 1993 GCC/DOE Satellite Program Graduates."

**Analysis**: This is the first time that graduate follow-up data for the Satellite Program was collected. The inclusion of that population in the Wage Rate Measure, established PY 93 as the starting point. This group's average hourly rate for those employed in related fields is still higher than the VHS non-related employment: that's a difference of 15 cents. By comparison, the VHS Graduates (e.g., related occupations) earned 88 cents more than the Satellite Graduates, $6.98 vs. $6.10. A greater majority of the VHS Graduates began thir occupational training at the 10th grade at 3 hours a day, and continued on for 3 years. On the other hand, not all Satellite Graduates had the benefit of starting their occupational training in the 10th grade. The GPSS graduation requirements coupled with mandated courses such as health and the elective status of vocational education made the direction towards vocational education virtually unavailable and difficult to market at the 10th grade. Additionally, VHS Graduates had at their disposal support services for career counseling, developmental programs, computer-assisted instruction, cooperative education, etc. When considering the unequal footing contended by the Satellite Program Graduate, the 88 cent difference is not a significant factor.

Wage Rate Measure (Postsecondary)

Stated Standard: " The mean hourly rate will be higher for graduates employed in a related field than graduates employed in a non-related field."

Reference to the table entitled, " Vocational Program Summary for 1993 Postsecondary Graduates," (pp. 26, 27) reveals an $11.30 hourly rate average for those with Associate of Science Degrees employed in occupations related to their training. Certificate recipients also working in training-related areas earned an average of $10.25 an hour. Of those responding to the follow-up survey, there were no Associate Degree Graduates employed in a non-related field. Therefore, a comparison between the related area and non-related area is not necessary.

**Analysis**: It is clearly indicated that a higher educational achievement will result in a higher wage rate. The VHS Graduate mean was $6.98 an hour, the Certificate recipient mean was $10.25 an hour, and the Associate Degree Graduate mean was $11.30 an hour. Again, these rates were for the 1-year period following graduation.

## PERFORMANCE STANDARDS AND CORE MEASURES (continued)

Placement Rate Measure
(Special Needs, GCC Secondary)

Stated Standard: " 90% of special needs graduates will be successfully placed on the job."

Nineteen Special Needs 12th graders were served in PY 93. From this group, nine graduated. All 9 graduates were successfully placed on the job. Placement occurred as follows: 6 private sector, 1 Federal Government, and 2 Government of Guam. Eight earned salaries at the minimum wage of $4.25 per hour. One earned $5.50 per hour.

**Analysis**: The standard stated a 90% placement as the benchmark. Since all 9 graduates were placed, the placement rate attained was 100%.

### Percentage of LEAs That Implemented the Statewide System of Performance Standards

The Guam Community College (GCC) functions as the State Education Agency (SEA) and the Local Education Agency (LEA) for the Perkins funds received by the Territory of Guam. Satellite vocational programs are operated by the College at the four other public high schools. Students from a fifth high school (GWHS) are served through a cross-enrollment arrangement. The close proximity of this particular high school to the GCC main campus makes cross-enrollment ideal. Based on the data and the analyses performed, the College has clearly met the established standards.

### Assistance to LEAs in Overcoming Difficulties in Developing and Implementing the Statewide System of Performance Standards

As a combined SEA and LEA, the College was able to develop and implement the Statewide System of Performance Standards without any significant difficulty. Guidance from the USDOE and the Perkins Act itself made the developmental process more efficient. Prior to implementation, the State Agency Office developed the "Implementation Guidelines and Data Collection Time Lines." This document established the dates for data collection, specified coordination needed, specified the instruments, and defined the enrollment adjustments. For details, refer to the attached guidelines.

## SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAMS, SERVICES AND ACTIVITIES

### Applied Mathematics

GCC/DOE vocational education programs were improved and extended to secondary students on Guam by reviewing and revising vocational curricula to meet the program needs. Four vocational instructors received in-service training in Applied Mathematics, plus the acquisition of computer software and equipment enabled the bridging of academics with the occupational labs in mathematics.

### GCC/DOE Secondary Programs

Due to an increase in occupational program offerings, increased student enrollment in the DOE satellite programs ( located at the Guam Public School System campuses) and student increases in the GW/GCC Cross-Enrollment Program, equipment, books, supplies and materials were requisitioned or otherwise acquired. This was necessary for the operation and maintenance of existing programs, and the startup of some new courses and programs. Academic classrooms were also retrofitted and remodeled for use as vocational and technical laboratories. All vocational secondary programs have courses with expected outcomes which are academically and vocationally integrated. All programs are open to enrollment by persons with disability and other students in the special populations categories. Outreach consultation services from the College are also made available on a case by case basis (based on individual need).

### Integration of Academic and Vocational Education

In support of the effort to implement the integration of academic and vocational education, teachers participated in a workshop with a theme of "Teachers Working Together to Prepare Students for Work." Faculty members that attended the workshop were required to develop an integrated curriculum in Electronics & Math; Nursing Assistant & Science; and Tourism & Social Studies. It is anticipated that since special need students have been mainstreamed into all occupational programs,they will benefit from these efforts towards integration.

### Vocational Education Programs- Postsecondary

This particular program agreement's focus was on providing direct program support in terms of staff and materials. It also provided for professional development conferences and workshops.

## SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAMS, SERVICES AND ACTIVITIES (cont'd)

**Language Media Center-**
**Postsecondary & Adult Training**

The Language Media Center improves classroom instruction through audio/visual equipment and materials by providing real-life communication scenes in daily life, on the job, and in other classroom settings. It also increases student learning by offering media that meets individual learning styles; provides a learning center where students can freely access equipment and materials of interest; and keeps teachers and students abreast of instructional technology that facilitates learning.

**Post Secondary**
**and Adult Training**

This program supported Summer School occupational course offerings. In an effort to maintain the integrity of the College's occupational programs and to continue providing adult students with training opportunities in occupational areas, coursework was conducted in the summer semester. This was made possible in part through this programs' assistance in retaining adjunct faculty to this end.

## SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

**Wellness for Increased Employability**
**of Single Parenting Students**

The total clientele served at the secondary level (derived from course evaluations filled) numbered 339, but only 8 of these were reported to be in the Teen Parenting Program or on the Single Parent Registry. None were served at the postsecondary adult levels. This program provided shop safety and health education classes geared towards enhancing students' employability. The program satisfied in part, the State plan objective of providing opportunities for participants to access vocational education and training without barriers in their quest for the acquisition of marketable skills.

A wellness training and curriculum infusion skills workshop was also offered to vocational instructors on Guam, the CNMI, Belau, Yap, Pohnpei, Majuro and the remaining outer islands. As a result, a multiplier effect will carry into the other Micronesian islands as these vocational instructors infuse skills learned from the workshops.

**Women's Career and
Educational Resource Center**

The Women's Career and Educational Resource Center began in 1987 as a small program funded by VEA Single Parent funds that provided child care and career guidance for single parents, primarily women. The center has since then broadened its scope with programs and services designed to meet the needs of single parents, displaced homemakers, and pregnant and parenting teens whose situations create barriers to self-sufficiency.

Since 1989, The Resource Center has produced numerous workshops on various topics, trained social services personnel in a new parenting approach, produced a math-science mentoring program, provided tuition assistance to adult high school single parents and given scholarships to single parents.

In addition, an Outreach and Support Group for Women on Public Assistance component was established which networked with the Department of Public Health and Social Services to reach public assistance program recipients. The identified recipients were thus able to receive a full outreach package including counseling, registration assistance, and tuition assistance where possible.

**Child Care and Support Services
for Single Parenting Students**

In the continuing effort to provide opportunities for single parents and homemakers to attain vocational training, this program focused on providing childcare and the necessary support services to enhance the likelihood of achieving success. This program made a major impact in the lives of ten single parents and their ability to pursue their educational objectives. For these students, the program was the only means by which they could go to school and fulfill their responsibilities as parents in seeing to the care of their children. The Baby Care and Parenting classes provided students with an opportunity to learn from professionals as well as each other, many of the essentials of raising children. The classes provided a forum through which issues and concerns about children and parenting could be raised. The mutual support that developed among the participants had far reaching effects that extended beyond the basic program. There were 49 students served as Single Parent/Homemaker at the secondary level, 4 at the postsecondary level, and 2 for the adult high school.


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## SEX EQUITY

### Women's Career and Educational Resource Center

The Women's Career and Educational Resource Center's programs and services were designed to meet, among other things, the needs of both males and females who face sex bias and stereotyping in pursuit of their chosen careers.

Logistical, personal and cultural barriers encountered by women seeking to enter careers are addressed by the program. Since its beginnings in 1989, the Women's Resource Center at GCC has produced numerous workshops on various topics, created and presented sex bias curriculum, produced a math-science mentoring program, and provided tuition assistance to people in non-traditional courses, to name just a few of their accomplishments.

## CRIMINAL OFFENDERS IN CORRECTIONS INSITUTIONS

As of November 25, 1994 there were 202 inmates at the Adult Correctional Facility including 13 females and 31 residents at the Work Release Education Center. Career information was made available to the Department of Corrections inmates thru the Career Information Delivery System (CIDS) provided by GCC.

Three new computers were procured through the CIDS program are in use at the new Eskuelan Oppotunidat (School of Opportunity) education center. As a result, a computer concepts and applications class was made possible for high school and college credit during the Summer semester.

GCC counselors have administered Basic Skills Tests and a vocational interest survey in an effort to assess the skills and needs of the inmates in the interest of providing the needed programs. From September, 1993 to August, 1994, six testing sessions have been held and a total of 78 inmates have been tested.

At graduation ceremonies at the Department of Corrections on June 10, 1994, five (5) inmates received their adult High School diploma and four (4) inmates received their GED. At GCC's commencement ceremonies on May 28, 1994, an inmate received his Associate of Science degree in Supervision and Management. The GCC On-Campus evening program had a total enrollment of 38 for program year 1994. Of the 38 enrolled for the three semesters, an unduplicated count revealed 24 clients participated in all semesters.

## SPECIAL POPULATIONS

### DISABLED

**Secondary Programs for the Handicapped**

Support services were hereby provided to students mainstreamed in vocational environments. Secondary support services and programming; the provision of information to students and parents regarding opportunities available in vocational education; and enrollment eligibility information was provided via this program.

**Postsecondary Services Coordinator-Sina Center**

The Special Needs Department, in establishing the Sina Center realized the need for a postsecondary services coordinator to aid the effort of expanding its services to meet the needs of the increasing and diverse postsecondary population. This position's responsibilities include: preregistering of students, assigning aides, determining academic and vocational needs and accomodating devices, and additionally, the coordinator develops compensatory strategies to assist the students, trains the faculty in curriculum modification, and determines testing accomodations for students.

### LIMITED ENGLISH PROFICIENT

**Language Institute**

The Language Institute offers English as a Second Language (ESL) and Japanese. These courses are offered at the secondary and postsecondary level for enrichment and to assist those in the workplace where the languages are an integral part of their jobs. Courses were designed or otherwise modified to meet the needs of the target populations. Professional development, staff support, and material support were enhanced in the program and measures were taken in support of the integration of academic and vocational education in areas leading to certificates and associate degrees in various occupations. Enrollment numbers totaled 723 at the postsecondary level (288 males and 435 females). At the secondary level there were 882 clients served as follows: Spring 94-GCC 210, JFK 207, FPC- 20; Summer 94- GCC 151; Fall 94- GCC 124, JFK 135, FPC 35.

## SPECIAL POPULATIONS (cont'd)

### DISADVANTAGED

**Homebound Services/Academic Integration**

The total number of clientele served under this program at the secondary level is 8 (1 male and 7 females). None were served at the postsecondary/adult occupational levels. This program provides services to students during periods of forced absence in order to maintain continuity between coursework done at home and in the classroom.

The eight students served were academically disadvantaged clients that received assistance from a Homebound Teacher/Counselor and a Homebound Coordinator/Counselor.

**Project PALACE**
**(People Advancing Learning with Academics in a Career Environment)**

This project combined two goal-oriented programs (English language and Mathematics) to meet the needs of academically challenged students both at the secondary and the postsecondary levels. Basic academic skills of reading, writing and mathematics were addressed using various learning activities and teaching strategies focusing on diverse learning styles and cultural backgrounds.

The four mechanisms underlying the program are: 1) The Achievement Resource Center (ARC); 2) The Academic Learning Lab (ALL); 3) Fundamentals of English (EN100); and 4) Fundamentals of Mathematics (MA100).There were approximately 200 secondary students enrolled in the program. The cumulative total from the fall (1993), and spring and summer (1994) numbered 419 students. Secondary classes out-numbered post secondary classes in the scheduled use of the Academic Learning Laboratory.

Instruction utilizing concrete applications of basic concepts and staff development activities were examples of the past year's accomplishments. Various support services were made available to students in the special populations ensuring equal access to educational programs and opportunities.

## STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

### New Programs

| | |
|---|---|
| Project AIM | This is a student support service program administered by the Student Support Services Division. The program provides academic counseling and advisement, vocational counseling, personal counseling, tutoring, directed self-study, financial aid counseling, disability advocacy, mini-workshops on study skills, and cultural enrichment. |
| GCC/Nikko Project | Hotel Nikko Guam hosted a Summer '94 cooperative education program for tourism students from GCC and Japan's Saijo Commercial High School. The program is a cross-cultural and industry partnership between the two schools and the hotel. Fourteen students from both schools successfully trained in Food, Beverage, and Hotel Operations. |
| System One Computer Laboratory | The Tourism Program installed an on-line computer connection with the International System One Airline Reservation System. GCC became the first certificate school for International System One. Travel agents and students no longer need to go stateside for certification. |
| Language Institute | This Institute is a newly established department with course offerings in English-as-a- Second Language (ESL), Japanese, Chinese, Korean, and Chamoru. Limited English Proficient (LEP) special needs students will also be served at the Institute's Language Media Center. Students from the ESL Program also produce the newsletter, "Palm Readings." |
| Interpreter Training Program | This is a two-year program for certifying Sign Language Interpreters. The program also offers the Advanced Certificate in Sign Language and the Associate of Science Degree in Sign Language. |
| Project Palace | The project provides instruction and instructional support to academically disadvantaged students. It is an academic program with the focus towards enhancing or remediating the basic skills in reading, writing and math that are necessary for success in occupational training. Project PALACE is the acronym for People Advancing Learning with Academics in a Career Environment. Staff from the Developmental Education and Tutoring Department operate the project. |
| Allied Health | A special project was established by the Allied Health Department to train Nurse Assistants in community health services. The grant project called "Team Building Community Health Services for Rural Guam," was an effort to increase outreach and health services to residents and students of the Southern area for improved health status. |

## STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT (continued)

**Programs Dropped**

No programs were discontinued in PY 94.

**Professional Development**

Several activities designed to increase the professional level of staff and faculty are in order for fiscal year 1994. With appropriations from the Board of Trustees, professional development in the following areas were funded:

| | |
|---|---|
| Tourism: | Tuition Assistance, Mandarin Language Workshop |
| Language Institute: | Tuition Assistance |
| Business: | Western Business Education Conference, National Business Education Conference. |
| Marketing: | Education Conclave Presentation |
| Social Studies: | Teaching for a Change |
| Math: | Teaching for a Change, Interactive Math Text Workshop |
| Criminal Justice: | EMS Education/EMT Training |
| Educational Services: | Autism Conference, Adult & Community Education Internship Training |
| All Depart -ments(faculty): | NCCCA Leadership Institute |
| All Staff | Customer Service Orientation and Training |

Pacific Region Vocational Education Teacher Academy

College course work is provided to regional educators at the academy. With funding through the Pacific Regional Education Laboratory (PREL), the academy provides technical skills upgrading or in-service training in vocational specialties, training for new vocational instructors from the private sector, postsecondary institutions, or other labor pools. It also provides a process of teacher skills development specific to vocational education as outlined by the National Center for Reseach in Vocational Education (NCRVE) competency profile.

## STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT (continued)

Pacific Vocational
Education Improvement Project

With the goal of improving secondary level vocational education, this project focused on enhancing the competency of secondary vocational teachers through professional education courses, technical and occupations specialty training, and short term refresher courses.

Leadership Institute

Individual development plans, strategic planning, performance standards, and conflict management were some of the areas emphasized during the week long institute. The sixty-two faculty and administrators that participated underwent an intensive learning experience, courtesy of The National Community College Chair Academy Leadership Institute. GCC continues to provide leadership development opportunities to employees through a doctoral program in Leadership in Education offered by the University of Nebraska.

## STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT (continued)

### Curriculum Development

In support of new programs and in the effort to upgrade existing offerings, curriculum development has received much emphasis at the College. As a result, 89 courses were approved for either piloting, adoption, or revision during the last fiscal year. Most college courses are developed utilizing a competency-based format, emphasizing the outcomes to be achieved by students. Programs that were developed or revised include: A.S., Certificate, and Advanced Certificate in Sign Language Interpréting; A.S. in Accounting; Accounting Clerk Certificate; and A.S. in Marketing. The College has also begun the development of an educational aide program and an aviation mechanic program.

### Equipment

A System One Computer Laboratory was installed as part of the on-line computer connection with the International System One Airline Reservation System.

### Research

The College's Planning and Development Office initiated data and information gathering activities to develop the Ten-Year Master Plan. This document, when completed in PY 95, will serve as a strategic plan to guide the College up to the year 2005. Needs assessment data required by Federal Grant State Plans will be derived from the Ten-Year Master Plan. Annual follow-up studies on the graduates continue to be conducted and published by the State Agency Office.

## INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

In support of the effort to implement the integration of academic and vocational education, teachers participated in a workshop with a theme of "Teachers Working Together to Prepare Students for Work." Faculty members that attended the workshop were required to work on developing an integrated curriculum in Electronics & Math; Nursing Assistant & Science; and Tourism & Social Studies.

At the present, Applied Mathematics instructors and Electronics instructors are working together to integrate the Applied Math curriculum into the first year electronics curriculum at the secondary level. Applied Math concepts are being designed into related unit topics in the electronics course guides and a pilot program is expected to be well underway during school year 1994-1995.

Other career areas under immediate consideration for definitive integration efforts by the respective teachers are: 1) Applied Communication/Marketing & Business, 2) Applied Physics/Automotive Occupations, and 3) Applied Physics/Electronics (second year).

## CAREER GUIDANCE AND COUNSELING

### Psychological Services for Students with Disabilities

This program provided for psychological testing and group counseling of secondary students with disabilities. A total of 31 students were served (11 males and 20 females). Students' individualized programs were developed and modified to ensure the achievement of their full potential using data from the testing and evaluation services.

### Secondary Guidance and Counseling

This project provided for professional staff development in suicide intervention and the upgrading of the secondary career counseling video library & other library materials. It benefited students, teachers, and counselors exploring career options and making career decisions.

### Post-Secondary Guidance & Counseling

Appropriate counseling services and advisement was made available to post-secondary students and counseling resources & materials were acquired. Types of counseling services provided included: information dissemination, academic counseling, career exploration, personal guidance and crisis intervention. In addition, the Career Resource Center was made available to those needing access to the computers and source materials located there.

| Guam Community College<br>Consolidated Enrollment Report<br>Fall Semester 1993 | | | |
|---|---|---|---|
| ENROLLMENT CATEGORIES | NUMBER ENROLLED | SUBTOTALS | TOTAL BY CATEGORY |
| Secondary Vocational Students | | | |
| GCC Vocational High School | | | |
| Regular Students | 591 | | |
| GWHS Cross Enrolled | 114 | | |
| Subtotal VHS | | 705 | |
| DOE Satellite Schools | | | |
| IHS | 90 | | |
| JFKHS | 208 | | |
| OVHS | 248 | | |
| SSHS | 190 | | |
| Subtotal DOE Schools | | 736 | |
| Total Secondary Vocational Students | | | 1441 |
| GED Preparation | 60 | 60 | 60 |
| Adult High School | 329 | 329 | 329 |
| GCC College Students | | | |
| Post Secondary | 2217 | | |
| UOG Developmental Cross Enrolled | 138 | | |
| Total College Students | | 2355 | 2355 |
| Criminal Justice Academy | | | |
| Law Enforcement Cycles | 34 | | |
| Corrections Cycles | 90 | | |
| Fire Cycles | | | |
| DYA Cycles | 14 | | |
| Total Criminal Justice Academy | | 138 | 138 |
| Special Projects | | | |
| Continuing Education | 95 | 95 | 95 |
| Work Experience Education | | | |
| Apprenticeship | | | |
| Navy SRF-PWC | 140 | | |
| GCC On-The-Job Training | 212 | | |
| Subtotal Apprenticeship | | 352 | |
| Cooperative Education | 42 | 42 | |
| Total Work Experience Education | | | 394 |
| GCC TOTAL ENROLLMENT 9/29/93 | | | 4812 |



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| Guam Community College<br>Consolidated Enrollment Report<br>Spring Semester 1994 | | | |
|---|---|---|---|
| ENROLLMENT CATEGORIES | NUMBER ENROLLED | SUBTOTALS | TOTAL BY CATEGORY |
| Secondary Vocational Students | | | |
| GCC Vocational High School | | | |
| Regular Students | 513 | | |
| GWHS Cross Enrolled | 121 | | |
| Subtotal VHS | | 634 | |
| DOE Satellite Schools | | | |
| IHS | 72 | | |
| JFKHS | 236 | | |
| OVHS | 217 | | |
| SSHS | 172 | | |
| Subtotal DOE Schools | | 697 | |
| Total Secondary Vocational Students | | | 1331 |
| GED Preparation | 60 | 60 | 60 |
| Adult High School | 350 | 350 | 350 |
| GCC College Students | | | |
| Post Secondary | 2260 | | |
| UOG Developmental Cross Enrolled | 132 | | |
| Total College Students | | 2392 | 2392 |
| Criminal Justice Academy | | | |
| Law Enforcement Cycles | 121 | | |
| Corrections Cycles | 30 | | |
| Fire Cycles | 30 | | |
| DYA Cycles/EMT Certification | 15/45 | | |
| Total Criminal Justice Academy | | 241 | 241 |
| Special Projects | | | |
| Continuing Education | 636 | 636 | 636 |
| Work Experience Education | | | |
| Apprenticeship | | | |
| Navy SRF-PWC | 89 | | |
| GCC On-The-Job Training | 161 | | |
| Subtotal Apprenticeship | | 250 | |
| Cooperative Education | 110 | 110 | |
| Total Work Experience Education | | | 360 |
| GCC TOTAL ENROLLMENT 2/10/94 | | | 5370 |

| Guam Community College<br>Consolidated Enrollment Report<br>Summer Semester 1994 | | | |
|---|---|---|---|
| ENROLLMENT CATEGORIES | NUMBER ENROLLED | SUBTOTALS | TOTAL BY CATEGORY |
| Secondary Vocational Students | | | |
| GCC Vocational High School | | | |
| Regular Students | | | |
| GWHS Cross Enrolled | | | |
| Subtotal VHS | | | |
| DOE Satellite Schools | | | |
| IHS | | | |
| JFKHS | | | |
| OVHS | | | |
| SSHS | | | |
| Subtotal DOE Schools | | | |
| Total Secondary Vocational Students | 0 | 0 | 0 |
| GED Preparation & Adult Basic Ed. | 160 | 160 | 160 |
| Adult High School | | | |
| GCC College Students | | | |
| Post Secondary | 1216 | | |
| Pacific Reg.Voc. Teacher Academy | 57 | | |
| Total College Students | | 1273 | 1273 |
| Criminal Justice Academy | | | |
| Law Enforcement Cycles | | | |
| Corrections Cycles | | | |
| Fire Cycles | | | |
| DYA Cycles | 15 | | |
| Total Criminal Justice Academy | | 15 | 15 |
| Special Projects | | | |
| Continuing Education | 251 | 251 | 251 |
| Work Experience Education | | | |
| Apprenticeship | | | |
| Navy SRF-PWC | | | |
| GCC On-The-Job Training | 145 | | |
| Subtotal Apprenticeship | | 145 | |
| Cooperative Education | 35 | 35 | |
| Total Work Experience Education | | | 180 |
| GCC TOTAL ENROLLMENT 1994 | | | 1879 |

## MEAN HOURLY SALARY OF 1993 SECONDARY GRADUATES BY INSTRUCTIONAL PROGRAM

| INSTRUCTIONAL PROGRAM | FULL - TIME | | | | PART - TIME | | | |
|---|---|---|---|---|---|---|---|---|
| | RELATED | | NOT RELATED | | RELATED | | NOT RELATED | |
| | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE |
| Accounting | $6.67(1) | $7.75(2) | | | | $7.50(1) | | |
| Automotive Mechanics | | | $4.25(1) | | $4.75(1) | | | |
| Autobody Repair | $5.88(2) | | | | | | $9.00(1) | |
| Building Construction | $8.50(1) | | $5.77(1) | | | | | |
| Business Office Occupations | | | | | | $4.50(1) | | |
| Clerical | $8.00(1) | | $6.00(1) | | | $5.74(3) | | |
| Computer Science | | $6.33(4) | | | | | | |
| Cosmetology | | $18.75(1) | | | | | | $7.00(2) |
| Distributive Education | $7.75(2) | $5.99(7) | $5.72(1) | | | $5.25(2) | | |

## MEAN HOURLY SALARY OF 1993 SECONDARY GRADUATES BY INSTRUCTIONAL PROGRAM (continued)

| INSTRUCTIONAL PROGRAM | FULL - TIME | | | | PART - TIME | | | |
|---|---|---|---|---|---|---|---|---|
| | RELATED | | NOT RELATED | | RELATED | | NOT RELATED | |
| | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE |
| Drafting | $7.00(1) | | | | | | | |
| Food Services | | $4.38(2) | | | | | | |
| Graphic Arts | $7.00(2) | | $5.00(1) | $6.50(1) | | | $4.60(1) | |
| Hospitality & Tourism | | | | $5.06(1) | | $7.39(2) | | |
| Heavy Equipment Operation | | | $6.00(1) | | | | $5.77(1) | |
| Technical Electronics | $7.50(2) | | $7.48(2) | | $6.50(1) | | | |
| Welding | $6.25(2) | | | | | | $9.00(1) | |
| Mean (All Program) | $7.07(14) | $6.89(16) | $6.00(8) | $5.78(2) | $5.63(2) | $6.05(9) | $7.09(4) | $7.00(2) |
| Mean (Male & Female) | $6.98(30) | | $5.95(10) | | $5.98(11) | | $7.06(6) | |

## VOCATIONAL PROGRAM SUMMARY
## FOR 1993
## POSTSECONDARY GRADUATES

| | | | EMPLOYED IN AN OCCUPATION RELATED TO TRAINING | | | |
|---|---|---|---|---|---|---|
| | NUMBER OF GRADUATES | NUMBER OF RESPONDENTS | NUMBER | PERCENT | MEAN HOURLY WAGE | |
| **ASSOCIATE OF SCIENCE** | | | | | **MALE** | **FEMALE** |
| Accounting | 5 | 5 | 2 | 40% | | $12.00(1) |
| Administration of Criminal Justice | 2 | 0 | 0 | | | |
| Automotive Technology (Automobile) | 1 | 0 | 0 | | | |
| Computer Science | 6 | 4 | 4 | 100% | $10.00(1) | $14.03(3) |
| Early Childhood Education | 1 | 1 | 1 | 100% | | |
| Electronic Engineering Technology | 1 | 0 | 0 | | | |
| Fire Service Administration | 8 | 8 | 8 | 100% | $12.68(4) | |
| Food & Beverage Operations | 1 | 1 | 1 | 100% | | $8.55 |
| Law Enforcement Administration | 2 | 2 | 2 | 100% | $15.05(2) | |
| Retailing & Marketing | 1 | 1 | 0 | | | |
| Office Administration | 5 | 5 | 2 | 40% | | $11.70(2) |
| Supervision & Management | 3 | 2 | 2 | 100% | | $7.62(1) |
| **TOTAL ASSOCIATE DEGREES** | **36** | **29** | **22** | **76%** | **$10.83(7)** | **$11.71(8)** |
| **TOTAL MEAN HOURLY WAGE, ASSOCIATE DEGREES (Male/Female)** | | | | | **$11.30(15)** | |

## VOCATIONAL PROGRAM SUMMARY
## FOR 1993
## POSTSECONDARY GRADUATES (continued)

| | | | EMPLOYED IN AN OCCUPATION RELATED TO TRAINING | | | |
|---|---|---|---|---|---|---|
| | NUMBER OF GRADUATES | NUMBER OF RESPONDENTS | NUMBER | PERCENT | MEAN HOURLY WAGE | |
| **TECHNICAL CERTIFICATES** | | | | | **MALE** | **FEMALE** |
| Accounting Clerk | 3 | 2 | 2 | 100% | $6.89(1) | $7.62(1) |
| Early Childhood Education | 5 | 2 | 1 | 50% | | |
| Electronic Engineering Technology | 2 | 0 | 0 | | | |
| Clerical Studies | 4 | 4 | 2 | 50% | | $8.05(2) |
| Construction Drafting | 1 | 1 | 0 | | | |
| Construction Electricity | 2 | 1 | 1 | 100% | $11.00(1) | |
| Information Systems | 1 | 1 | 0 | | | |
| Supervision and Management | 3 | 2 | 2 | 100% | $6.89(1) | $7.62(1) |
| Total (Certificates) | 21 | 13 | 8 | 62% | $8.26(3) | $7.84(4) |
| Total Mean Hourly Wage (Certificates: Male/Female) | | | | | $8.02(7) | |
| TOTAL CERTIFICATES & ASSOCIATE DEGREES | 57 | 42 | 30 | 72% | $10.06(10) | $10.42(12) |
| **TOTAL MEAN HOURLY WAGE, CERTIFICATE AND ASSOCIATE DEGREES (Male/Female)** | | | | | $10.25(22) | |

## EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
## 1993 POSTSECONDARY GRADUATES

| INSTRUCTIONAL PROGRAM | TOTAL COMPLETERS | TOTAL RESPONDENTS | MILITARY SERVICE FULL-TIME | EMPLOYED IN A FIELD RELATED TO TRAINING | EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION | PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING, UNEMPLOYED | UNEMPLOYED SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION | NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION | STATUS UNKNOWN |
|---|---|---|---|---|---|---|---|---|---|
| **ASSOCIATE OF SCIENCE** | | | | | | | | | |
| Accounting | 5 | 5 | 0 | 2 | 0 | 3 | 0 | 0 | 0 |
| Administration of Criminal Justice | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Automotive Technology | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 6 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 2 |
| Early Childhood Education | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Electronic Engineering Technology | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Fire Service Administration | 8 | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 0 |
| Food & Beverage Operations | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

## EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
## 1993 POSTSECONDARY GRADUATES
## (continued)

| INSTRUCTIONAL PROGRAM | TOTAL COMPLETERS | TOTAL RESPONDENTS | MILITARY SERVICE FULL-TIME | EMPLOYED IN A FIELD RELATED TO TRAINING | EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION | PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING, UNEMPLOYED | UNEMPLOYED SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION | NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION | STATUS UNKNOWN |
|---|---|---|---|---|---|---|---|---|---|
| **ASSOCIATE OF SCIENCE (continued)** | | | | | | | | | |
| Law Enforcement Administration | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Office Administration | 5 | 5 | 0 | 2 | 0 | 3 | 0 | 0 | 0 |
| Retailing & Marketing | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Supervision & Management | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 |
| Total (ASSOCIATE DEGREES) | 36 | 29 | 0 | 22 | 0 | 6 | 0 | 1 | 7 |

## EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
## 1993 POSTSECONDARY GRADUATES (continued)

| INSTRUCTIONAL PROGRAM | TOTAL COMPLETERS | TOTAL RESPONDENTS | MILITARY SERVICE FULL-TIME | EMPLOYED IN A FIELD RELATED TO TRAINING | EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION | PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING, UNEMPLOYED | UNEMPLOYED SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION | NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION | STATUS UNKNOWN |
|---|---|---|---|---|---|---|---|---|---|
| **CERTIFICATES** | | | | | | | | | |
| Accounting Clerk | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 |
| Early Childhood Education | 5 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 3 |
| Electronic Engineering Technology | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Clerical Studies | 4 | 4 | 0 | 2 | 0 | 2 | 0 | 0 | 0 |
| Construction Drafting | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Construction Electricity | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Information Systems | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Supervision and Management | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 |
| **Total Certificates** | 21 | 13 | 0 | 8 | 1 | 4 | 0 | 1 | 8 |
| **Total Certificates & Degrees** | 57 | 42 | 0 | 30 | 1 | 10 | 0 | 1 | 15 |

42 or 74% Response Rate; 41% or 98% Placement Rate;
0 unemployed (1 or 2% not in the labor force)

## AVERAGE HOURLY EARNINGS FOR 1993 GCC/DOE SATELLITE PROGRAM GRADUATES

| PROGRAM AND DOE HIGH SCHOOL SITE | NUMBER OF GRADUATES | NUMBER OF RESPONDENTS | EMPLOYED IN AN OCCUPATION RELATED TO TRAINING | | | |
|---|---|---|---|---|---|---|
| | | | NUMBER | PERCENT | MEAN HOURLY WAGE MALE | MEAN HOURLY WAGE FEMALE |
| Construction Trades: Carpentry (Inarajan) | 6 | 1 | 0 | 100% | | |
| Tourism (Oceanview) | 6 | 4 | 0 | | | |
| Distributive Education/ Marketing (Oceanview) | 2 | 2 | 0 | | | |
| Heavy Equipment (Oceanview) | 1 | 1 | 0 | | | |
| Technical Electronics: Electricity (Oceanview) | 5 | 3 | 1 | 50% | $6.25(1) | |
| Tourism (Simon Sanchez) | 31 | 14 | 4 | 29% | $6.35(3) | $6.56(1) |
| Distributive Education/ Marketing (Simon Sanchez) | 20 | 8 | 3* | 38% | | $6.25(1) |
| Technical Electronics (JFK) | 4 | 2 | 1 | 50% | $7.00(1) | |
| Distributive Education/ Marketing (JFK) | 11 | 7 | 4* | 57% | | $5.00(1) |
| Tourism (JFK) | 2 | 0 | 0 | | | |
| Construction Trades: Carpentry (JFK) | 4 | 1 | 1 | 100% | $5.00(1) | |
| Nursing Assistant (JFK) | 9 | 4 | 0 | | | |
| Total | 101 | 47 | 14 | 30% | $6.19(6) | $5.94(3) |
| **TOTAL MEAN HOURLY WAGE (MALE/FEMALE)** | | | | | $6.10(9) | |

Of the respondents, 30% were employed in fields directly or closely related to their vocational training area; * 1 full-time Military

## 1993 SUMMARY BY INSTRUCTIONAL PROGRAM
## GCC/DOE SATELLITE PROGRAM GRADUATES

| PROGRAM AND DOE HIGH SCHOOL SITE | TOTAL COM-PLETERS | TOTAL RESPON-DENTS | EMPLOYED IN A FIELD RELATED TO TRAINING | EMPLOYED IN A FIELD NON-RE-LATED TO TRAINING | PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD RELATED TO TRAINING, UNEM-PLOYED | UNEM-PLOYED (ACTIVELY SEEKING EMPLOY-MENT) | NOT IN THE LABOR FORCE AND NOT PURSUING ADDI-TIONAL EDUCA-TION | STATUS UN-KNOWN |
|---|---|---|---|---|---|---|---|---|
| Construction Trades: Carpentry (Inarajan) | 6 | 1 | 0 | 0 | 0 | 1 | 1 | 5 |
| Tourism (Oceanview) | 6 | 4 | 0 | 0 | 2 | 2 | 0 | 2 |
| Distributive Education/ Maketing (Oceanview) | 2 | 2 | 0 | 0 | 1 | 1 | 0 | 0 |
| Heavy Equipment (Oceanview) | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Technical Electronics: Electricity (Oceanview) | 5 | 3 | 1 | 1 | 1 | 0 | 0 | 2 |
| Tourism (Simon Sanchez) | 31 | 14 | 4 | 1 | 8 | 1 | 0 | 17 |
| Technical Electronics (JFK) | 4 | 2 | 1 | 0 | 0 | 1 | 0 | 2 |
| Distributive Education/ Marketing (JFK) | 11 | 7 | 4* | 0 | 1 | 2 | 0 | 4 |
| Tourism (JFK) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Construction Trade: Carpentry (JFK) | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| Nursing Assistant (JFK) | 9 | 4 | 0 | 1 | 3 | 0 | 0 | 5 |
| Distributive Education/ Marketing (Simon Sanchez) | 20 | 8 | 3* | 0 | 4 | 0 | 1 | 12 |
| **TOTAL** | **101** | **47** | **14** | **3** | **20** | **9** | **1** | **54** |

* 1 in this category was in full-time Military Service. A total of 2 respondents were in Full-time Military Service. Unemployment: 9 or 19% of respondents indicated they were unemployed, actively seeking employment. Response Rate: 47 or 47%. Placement Rate: 37 or 79% of respondents were employed or continuing education.

# GUAM SYSTEM OF PERFORMANCE MEASURES AND STANDARDS FOR VOCATIONAL EDUCATION

**Adopted by the Guam Community College Board of Trustees/State Board of Control for Vocational Education Wednesday, September 16, 1992**

## Purpose

This System of Performance Measures and Standards is intended to give the College the capability to determine vocational program outcomes in a composite format. Academic outcomes, labor market outcomes, and special population accessibility are the three general types of measures. In applying the measures and standards, the College can better gauge its successes and deficiencies as they relate to the programs of instruction. By clearly defining the measures and standards, conjecture is minimized.

## Definitions

A Performance Measure is a variable used to identify a particular outcome, e.g., placement rates, program completion rates, program accessibility ratio, etc.

A Performance Standard is the acceptable level of competency, e.g., 70% of graduates will be employed in the related area of training, and 80% of the students will increase their reading comprehension by one grade level, etc.

## Components

Three major components make up the system. These are:

I. Academic Competency Measures and Standards;

II. Labor Market Measures and Standards; and

III. Special Needs Accessibility Measures and Standards.

I. ACADEMIC COMPETENCY MEASURES AND STANDARDS

Objective --- To determine the outcomes in the acquisition of reading skills.

A. Pre and Post Test Reading Level Measure (Secondary, VHS Campus)

## GUAM SYSTEM OF PERFORMANCE MEASURES AND STANDARDS FOR VOCATIONAL EDUCATION(continued)

The Vocational High School Placement test helps to identify those students needing instruction in reading and writing. These students are placed in the Developmental Education Program and are given a pre test at the beginning of the school year and a post test at the end of the school year.

1. Standard: Based on pre test/post test scores, 70% of the students will acquire an average gain of 0.5 grade growth.

2. Instrument: The test administered will be the Gates-MacGinite Reading Test.

B. Pre and Post Test Reading Level Measure (Postsecondary)

The Postsecondary Placement Test helps to identify those students needing instruction in reading and writing prior to placement in the Freshman English course. Students identified as needing EN100R - Fundamentals of English - Reading will be given a post test at the end of each semester enrolled in the course.

1. Standard: 70% of the students taking both the pre test and post test in the EN100R course will acquire an average gain of 1.0 grade growth.

2. Instrument: The test administered will be the Test on Adult Basic Education (TABE) Reading Test and/or the California (Reading) Achievement Test.

II. LABOR MARKET MEASURES AND STANDARDS

Objective --- To determine the vocational program completion rates of vocational graduates in their respective areas of specialty.

Objective --- To determine the wage rates of vocational graduates in areas related to their training.

A. Vocational Program Completion Rate Measure (Secondary, VHS)

1. Standard: 70% of 10th graders who enter the Vocational High School will complete a vocational program.

2. Instrument: Registrar's head count of 2nd semester 10th graders and graduation list of that same group of 10th graders. Establish a ratio-number of graduates vs. 10th grade head count of the same group.

Note: The same measure may not be possible for postsecondary, in that most are part-time students. They take longer than two years to graduate. Some stop for a semester or more and then return.

## GUAM SYSTEM OF PERFORMANCE MEASURES AND STANDARDS FOR VOCATIONAL EDUCATION(continued)

B. Wage Rate Measure (Secondary, VHS & DOE)

Vocational graduates will be surveyed, one year after graduation, to determine the rate.

1. Standard: The mean hourly rate will be higher for graduates employed in a related field than graduates employed in a non-related field.

2. Instrument: The annual Graduate Follow-up and Employer Survey will be administered to completers.

C. Wage Rate Measure (Postsecondary)

Postsecondary certificate and degree completers will be surveyed, one year after graduation, to determine the rate.

1. Standard: The mean hourly rate will be higher for graduates employed in a related field than graduates employed in a non-related field.

2. Instrument: The annual Graduate Follow-up and Employer Survey will be administered to completers.

III. SPECIAL NEEDS ACCESSIBILITY MEASURES AND STANDARDS

Objective --- To determine the placement rate of special needs students entering the job market.

A. Placement Rate Measure (Special Needs, GCC Secondary)

1. Standard: 90% of special needs graduates will be successfully placed on the job.

2. Instrument: The Special Needs Department will work with the State Agency's Graduate Follow-up Office to assist in conducting the Graduate Follow-up and Employer Survey.

## GUAM SYSTEM OF PERFORMANCE MEASURES AND STANDARDS FOR VOCATIONAL EDUCATION(continued)

### GLOSSARY

| | |
|---|---|
| Academic Competency | Pertains to measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills. |
| Accessibility | Members of special populations will be provided access to the full range of vocational education programs available and will have equal access to recruitment, enrollment and placement activities. |
| Board of Trustees | Serves as both the Board of Trustees of the Guam Community College and the State Board of Control for Vocational Education. |
| College | Guam Community College |
| DOE | Department of Education, also known as Guam Public School System (GPSS, Guam) |
| Labor Market Measures | Pertains to job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter. |
| VHS | Vocational High School |